

INFORMAL CONVOCATION

The first assembly of the year reviewed the heritage and distinctions that are exclusively Avila's. As Sister Olive Louise spoke of the history of the college, we moved along the milestones with her, reminded of the old college and the memories of the "move." But our tradition does not end with the new campus. The college is growing because of the faculty interest and the "increasingly mature" students who are the spirit of this institution. Changes will continue to occur as we each share in the philosophy of the college and participate as effective leaders with dedicated service to the campus and world community.



The philosophy of the college is based on Christian social principles, with respect to the individual, the family as the basic unit, and the benefit of the group, Sister said; under this philosophy we strive for personal identity as we share the sensitivity to the beautiful.

Sister Olive Louise ended her address to the student body by saying that for the first time in the history of the college, all the students meet the criteria set by the college and are working in earnest for an education. "Giving and working bring a total understanding of one's self," she observed.

Before the assembly closed, Mr. Webster, head of the Sociology department, gave a report of an orientation survey taken last summer. The purpose of the survey was to discover the biggest problems encountered by new students as they begin their college careers. With such information the faculty would be better prepared in counseling and guiding the students toward their personal goals. All the students agreed that preparation in how to study for exams and classes was the area in which they needed the most help. In a further analysis of the survey it was suggested that better student-teacher relationships be established. Better relationships and a free exchange of ideas would bring a deeper understanding.

The President's Convocation excited enthusiastic response. The Student Union was ideal for the casual and personal meeting. General student opinion was in favor of future informal assemblies.

AVILA **collegian**

VOL. 36

OFFICIAL PUBLICATION OF THE STUDENT BODY OF
AVILA COLLEGE, KANSAS CITY, MO., OCTOBER, 1965

NO. 1

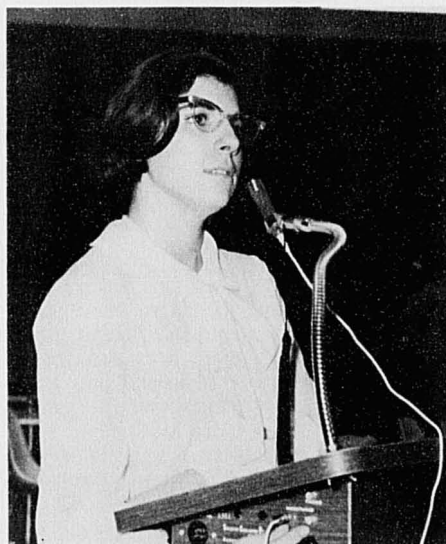
S. G. A. PRESIDENT CHALLENGES STUDENTS AND ADMINISTRATION

On Thursday, October 14, the campus was alive with the sound of singing because this was the date for the traditional Avila College Day performances and Freshmen Investiture.

In order that parents might share in the tradition, the assembly time was changed this year to evening. At 7 o'clock the ceremonies began with the procession to the Assembly Area in O'Reilly Hall. The faculty led the cortege followed by the honored party, the freshmen, and they in turn by the seniors, juniors, and sophomores.

As presiding Student Government president, Edith Messina first addressed the assembly and then introduced the program to follow. In her address Edith brought to light some facts which many students do not realize accompany their robing with cap and gown. Not only Freshmen but all of us as students have silently robed ourselves in the responsibility of fulfilling our obligations as a symbol of Christian academic responsibility. Because so many students are unaware of academic excellence, Edith asked for a revolution or rather an evolution. This should begin with the individual and then move to the student body as a whole. She went on to say that our strike should be against apathy and ourselves, not against the faculty; and since this evolution is to begin in the individual, we are each left to make the decision for ourselves.

Following Edith's address was the investiture of the freshman class into the student body. Each girl carried her own gown and filed to the front, where she was robed by a Student Government officer. The freshmen, asked their opinion on the ceremony, replied almost unanimously; they felt that it was most meaningful and impressive.



Afterwards, an address was given by Sister Olive Louise, C.S.J., Avila College President. Sister reminded us that three years ago a revolution took place within Avila College. It was in the form of groundbreaking and the humanizing of student, faculty, and administrative relationships; And so our school philosophy has been built on the Christian concept of love and service to other men. Sister finished her speech by congratulating the students on their aspirations to acquire their higher learning and fulfill their academic responsibilities.

A Bible Vigil was held next with readings by Pat McCarthy and Eileen Hogan, and a homily by Father Cameron, Avila Chaplain. The assembly then filed out of O'Reilly and recessed to Marian Center for refreshments.

The final event of the evening was a performance by the chorus and the competition between the classes. Themes and songs were varied and enjoyable. The freshmen, who walked away with the prize, used the more prominent songs from "The Sound of Music;" the sophomores, runners up for the evening, based theirs on "West Side Story;" the juniors used a variety of melodies from way back when, while the seniors reverted to fairy tale melodies.

Each class was allotted 15 minutes—10 minutes for their performance, and 5 minutes for entering and leaving. The seniors, according to tradition, reminisced for 5 minutes with songs from the past, while the judges tallied their votes. After the points were tallied, the freshmen were announced as the winners and recipients of the \$25 prize.

EDITORIAL STATEMENT OF POLICY

In a recent issue of the *Journal of Student Press*, an article appeared in which the author, a former college newspaper editor, stated that there seems to be a split between the "imagist" and the "crusader" editors. The former holds that a student newspaper should reflect the ideals and policies of the college; the "crusader" editor appears to be a type of attention-seeker. He will publish and comment on matter of any import, irrespective of the effect that its publication will have on the college. For many years, many student editors and moderators have been tossing about the question of how much freedom the students should be allowed to exercise. The *Collegian* staff considers a question of more importance: What kind of paper should the college staff produce?

First, we must consider whether or not the college newspaper is even necessary. Perhaps it would be better to give up the paper in favor of a year book. After all, no one ever really reads the school paper from cover to cover; it is merely a collection of all the campus activities, and if these activities do not pertain to us in some way, we need not concern ourselves. This attitude is widespread among students regardless of the size of the campus. In large universities, it is more prevalent; there are so many fraternities, sororities and the like that it would be impossible to actively participate in them all. However, imagine trying to be informed about any campus event without the student paper.

But, is the sole purpose of the newspaper to publicize campus functions? If this is true, would not a huge bulletin board serve the same purpose?

Perhaps the school paper should attempt to present an optimistic picture of the daily routines of the college student. Discuss the well-attended College Day festivities, but do not mention that assembly held to amend the Constitution; there were so few people there that a quorum was not established, so the assembly had to be postponed indefinitely. This method would be utilized by the "imagist;" the effect of the news item on the reputation of the college is carefully weighed. If the image of the college would be dishonored in some way, the article would be "blanketed" with vague, general statements. Or perhaps it would not be printed at all.

The point we are arriving at is this: The school paper has the obligation to accurately inform its readers, without fear of retribution. Every student has the right to know what is happening on campus, and he has the right to protest and question any potential or existing injustices. The paper which does not seek to accommodate the students in this way is a deceitful device which, in some instances, may veil the reality of campus life to readers who expect to know what is truly happening.

The policy of the *Avila Collegian* stresses a realistic communication between students and administration; it emphasizes the student's right to question and criticize within reason. We do not wish to see this publication scattered around the Student Union, two weeks after it has come out; we want the school paper to be read. And so we appeal to you, the readers, to start a revolution, if necessary; we cannot make a thing interesting without you because you constitute the center of campus life. The *Collegian* hopes to truly represent the students; to do this, it is necessary that we break the rose-colored glasses with which you view your academic lives.

NEW FACULTY



Standing from left to right are: Mr. Joseph Meyers, B.A., instructor in music, French, and German; Mr. John T. Duncan, M.A., director of the special classroom of educable mentally retarded children; Mr. James Brady, M.A., instructor in theology and philosophy. Seated from left to right are: Sister Mary Avila, Ph.D., professor of history; Sister Rose Christine, M.A., instructor in history; and Sister Martha Mary, M.A., instructor in English. Other new faculty members include Mrs. Anna Booth, M.A., instructor in English; Miss Alyce Soptick, M.S., instructor in the nursing department; Sister Marie Georgette, Ph.D., chairman of the department of education and psychology; and, the Rev. Robert Cameron, M.A., who is the new chaplain at Avila.

FRESHMAN PROFILE

From all indications, it seems that the Freshman Class of this academic year is one of the most active and interested groups in the history of Avila College. One major indication of this fact is the quality of their presentation for College Day. This year's freshmen are the second in the entire tradition of College Day ever to have won as a freshman class (the Senior Class of 1965-'66 was the first to break tradition by winning in their freshman year).

The majority of the girls in the freshman class are from Missouri and Kansas — mostly from Kansas City and St. Louis, yet there is scattered representation from approximately ten other states. A large minority of the class is made up of dormitory students. The reasons that the girls give for choosing Avila are fairly typical—the College is convenient, it is the only available Catholic college for women in the Kansas City area. Quite a few came because they "wanted to attend college away from home."

Many of the girls came to Avila knowing what their main course of study is going to be. The majority of the class has decided on majors in the fields of nursing and elementary education (twenty-one and thirteen respectively). Ranking next in popularity is the English department which was chosen by nine of the students. The rest of the class is scattered in choice among the rest of the departments.

During Freshman Orientation, the Student Council planned a short program designed to acquaint the new students with student organizations and activities on campus. After this a survey was taken by the Sociology Club to determine the prevalent interests and attitudes of the participants. The most notable feature of the survey was the complete co-operation and interest displayed by the freshmen. The organizations which received the most response were: Drama Club, Nu Sigma Chi, the *Avila Collegian*, the Senior Class, and S.N.E.A.

We hope that the freshman class can continue to maintain its enthusiasm and spirit, and that the members fulfill the potential which they have already demonstrated.

COMING SOON
INTERCOLLEGIATE
IBM
MIXER
NOVEMBER 13

THE COLLEGIAN STAFF

Managing Editor.....	J. Bond
Associate Editor.....	R. Barnard
Business Manager.....	M. Barnard
Production Manager.....	S. Montrose
Photographer	M. Nelson
Staff.....	M. Ayer, C. Bell, B. Cobb,
	M. Javoric, M. Leahy, A. Linton,
	A. Richter, N. Riggs, J. Trotter,
	J. Waters
Moderator	S. Edelman

Promising Theater Season Opens



Kathy McCormik cast in the title role of **ANTIGONE**.

The AVILA COLLEGE PLAYERS have announced their 1965-66 season. Their first production will be **ANTIGONE** by Anouilh presented in Readers Theatre form on Tuesday, November 2, at 8:00 p.m. This presentation will be followed by a discussion of the significance of fate in Greek tragedy. Rev. Maurice Holloway, S.J., Chairman of the philosophy department, Rockhurst College, will lead the discussion. Coffee will be served.

HANSEL AND GRETEL by Madge Miller will be presented Saturday and Sunday, November 13 and 14 at 1:30 and 3:30 p.m. This favorite folk tale with additional characters will be presented in the arena style. Seats are reserved.

A French-made art film, **MINT TEA**, is to be presented on Friday, February 4, at 8:00 p.m. This film won first prize at the Eighth International Film Festival, West Germany, 1962. The theme is one of loneliness and utter separation. In a glass-enclosed Parisian sidewalk cafe sits a young man, watching and waiting, trying to make contact with other human beings. There is little dialogue. The film will be discussed after the showing.

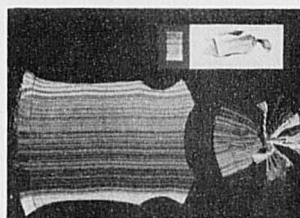
On Friday, March 4, 8:00 p.m., **MODERN SHORT STORIES** will be presented in chamber theatre style, which is a method of presenting prose fiction on stage. It is called "chamber theatre" because it is intended for the intimacy of a small room or hall where it is presented in relatively close proximity to the audience. A narrator reads the descriptive passages; actors tell the story through movement and dialogue. There will be a literary discussion of the selections led by Mrs. D. J. Marra.

THE AMERICAN DAME by Philip C. Lewis is scheduled for Friday, April 22, at 8:00 p.m. and Sunday, April 24, at 2:30 p.m. The form of presentation is "play/out," an entertainment where actors announce a theme and then play it out. The theme will be that of the emergence of the American Woman from the home into political, professional and social life.

CALENDAR DATES 1965-1966

October	22-24	N.F.C.C.S. Congress
	23	Mixer at Avila
	31	Open House and Supper
November	1	Holy Day . . . no classes
	5	Mid-semester exams
	15	Prof. Eric Leddihn
	22	Talent Show
	23	Thanksgiving Vacation
	29	Classes resume
December	6	Class meetings
	8	Holy Day . . . no classes
	12	Key Ceremony
	13	Faculty-Student Christmas Party
	18	Christmas Vacation
January	5	Classes resume
	8	Christmas Dance
	10	S.G.A. Assembly
	15-21	Final exams
	22	No classes
	24-25	Registration
	26-28	Retreat on campus
	29	Second semester begins
February	1	S.G.A. Assembly
	8	Grades to advisors
	18	Freshman dance
	22	No classes
	23	Peace Corps Assembly
	28	S.G.A. Assembly
March	7	Class Meetings
	19	No classes
	21	S.G.A. Assembly
	25	Mid-semester exams
	28	S.G.A. Assembly
April	4	Class meetings
	5	Grades to advisors
	6	Comprehensive exams
	6	Easter Vacation begins
	14	Classes resume
	15	Retreat weekend
	18	S.G.A. Assembly
	22	Parents' Weekend
	25	S.G.A. Assembly
May	2	Class meetings
	7	Students' picnic
	9	S.G.A. Assembly
	16	S.G.A. Assembly
	19	No classes
	21-27	Final exams
	28	Commencement

TEXTILE EXHIBIT



The first non-student art exhibit at Avila opened October 1 in Marian Center. The show, "Ponchos and Other Things," featured various textile designs and clothing woven by Eileen Murphy, a graduate of Avila who recently received an M.F.A. in design from Kansas University. Among the high points of the exhibit were a large multicolored blanket and a small number of interesting ceramic pieces. Coming in November—paintings.

WHAT IS N. F. ?

The purpose of N.F.C.C.S. is to strive to stimulate thought and action on the significant contemporary issues in order to promote personal commitment to the work of the Church and to the perfection of society, and to represent the opinions of Catholic college students on these issues. It also serves to unite the individual colleges by acting as a medium for the interchange of ideas, supplying discussion topics, information, and practical projects.

N.F.C.C.S. operates on the national, regional, and campus levels. The colleges are divided into thirteen geographical regions; Avila is located in the Central Midwest Region. There are national and regional officers; and on the campus level, junior and senior delegates work with the S.G.A. to decide how the students can utilize the facilities of N.F.C.C.S. in the most effective way.

N.F. on Campus

One of the main concerns of the administration, faculty, and students of Avila is to answer the often-heard question "What is Avila?" The time has arrived for Avila to assume its new identity, instead of still being known as the new, old St. Teresa's. N.F.C.C.S., hoping to give Avila some well-deserved publicity in its quest for identity, hosted the Regional Fall Congress of N.F.C.C.S. on October 22 and 23. The six member colleges attending this congress were: St. Benedict's, St. Mary's, Fontbonne, Sacred Heart, Marymount, and Mount St. Scholastica. The theme of the congress, "Ecumenism," corresponded to the national N.F. theme which is also ecumenism.

Dean A. Tolleson, Assoc. Dir. of K.C. area Council on Higher Ed., delivered the keynote address Friday evening on "Contemporary Education." Saturday's events included a panel on poverty with Father McNamara of Catholic Charities, Sister Georgiana of the Sisters of Social Service, and Mr. Rashey Moten of Operation Headstart. Robert Hoyt, editor of the National Catholic Reporter, and Mrs. John Barnard, mother of two Avila seniors, discussed the issue of birth control in an open seminar with the delegates. The congress was climaxed by a very pertinent talk on ecumenism given at the banquet by Bishop Edward Welles of the Episcopal diocese of West Missouri.

The importance of this event cannot be over-emphasized. Kansas City and its key leaders are interested in Avila as evidenced by the high calibre of the speakers who were not only willing but eager for the opportunity to speak to Catholic college students. Catholic student leaders, as represented by the delegates to the congress, are leaving their smug little Catholic domain and following the general trend of all students in immersing themselves in the problems of the world. Catholic students are not yet the leaders of this campus revolution in thought and action; but through organizations such as the National Federation of Catholic College Students, Catholic leaders may be leaders in every sense of the word.

The Production of Shoe Laces is up 15% and Shoes Down 23%

The recent student opinion poll concerning assembly attendance and recreation area versus tennis courts was more than a little revealing. Out of the 105 participating students, 102 voted against requiring all assemblies. With this overwhelming majority of "nays," we ask that the other three faculty members who posed as students and voted for required assemblies, please reveal their identity.

The opinions given by the "nays" were varied. The most prevalent reasons, however, involved; 1) violation of individual freedom; 2) lack of interest, i.e. English majors just might not break their necks to attend an assembly on the social status of an earthworm; 3) and force, as being a rather nonconductive element in stimulating interest.

At this point, it would seem that the students are rather anti-assembly. However, in response to the question concerning the requirement of some assemblies for all students, the majority voted that this should be the case. All is not lost. The assemblies mentioned, in order of their popularity, were class meetings, Mass of the Holy Spirit, and Freshman Investiture. Through some unfortunate oversight, Jeanie Bond's Birthday Assembly did not head the list.

In the case of recreation area versus tennis courts, recreation area won the majority vote. It seems the contention is that not everyone knows how to play tennis, but all students know how to recreate. The logic escapes one, nevertheless, the majority rules.

The Student Government Association would like to thank the students for their participation in the poll; Martha Machovec for compiling the results; and the United States Air Force for the use of the air.

YOU — Illusion or Reality

twinkle, twinkle little star
how I wonder what you are . . .

Supposition—that only man is capable of rationalizing, i.e., of making a judgment.

In making any judgment of what constitutes reality one considers himself in relation to that reality. In other words, it is I who judges (from experiential knowledge of the thing itself) what that thing really is. All reality then, in terms of what exists from without is judged in terms from within. Reality in this sense is subjective. Whether or not this thing is judged valid or true (and is not in any way illusory) cannot be determined absolutely by the one making the judgment.

Nevertheless, the fact that this thing is gives truth to its own unique existence. Any existent (with the exception of man who determines reality in terms of himself) must have a truth to its own reality. In other words, only non-rational being can be true (in terms of the absolute) to itself; it is incapable of making a judgment regarding the validity of its own or any other existence. This reality is objective because it is what it is in terms of itself.

Man, in determining to what extent his own existence is actual or true, judges in terms of his relation to his peers. He judges himself accurately or inaccurately from the manner in which, and to what extent, he is either accepted or rejected in all phases of the social sphere. His peers judge him in terms of what he "appears" to be.

We said that all reality has an objective truth in that it is what it is whether or not any judgment is formed concerning it. Man, too, has a truth to his own existence, but that truth must be determined by himself if he is to be true to his own reality.

How can he know how true his own conception of himself or that of his peers regarding himself is correct?

WHO KNOWS?

p.s. Whoever does know please address the editors of this paper.

p.p.s. Can man really know anything?

in fact, is man rational?

what is man . . .

what is

—Rosemary Barnard

COURSE REVIEW

This year the "Avila Collegian" will feature a series of **course reviews** designed to evaluate both the subject matter and the manner of presentation of underdivision required courses. Through this experimental medium, the **Collegian** hopes to stimulate mature insight on the part of the student body. The promotion of responsible and educated judgments will also help to clarify the academic needs and goals of the individual. And finally, we hope to provide an effective outlet for any legitimate and constructive criticism.

In order to introduce this new series from an optimistic and favorable viewpoint, the editorial staff of the **Collegian** chose to review Sister Ann Dominic's "Fundamental Concepts of Math." This course is considered to be of sufficient importance to be a basic requirement at Avila. The arguments presented in its behalf could run as follows:

The role of mathematics in contemporary society is assuming a new perspective which necessitates a re-evaluation in the light of educational theory. In an age of automation a purely computational proficiency of math is totally inadequate; consequently, an approach based on the "why" rather than the "how" of mathematics must be stressed.

Rather than assuming that the student intuitively knows why and what a number is, this new approach to mathematics analyzes the nature of numbers, the theory of sets, and systems of numeration. A primary tool of the course is the deductive method of reasoning and a principal unit of its organization is that of symbolic logic. (Even to the extent that formal courses in logic are being replaced as requirements by "new" math courses in many colleges and universities.)

From the purely practical point of view, there is some basis for saying that this course is of little value—one can get by in this world with a knowledge of fundamental arithmetic. And unless one were planning to teach grade school, it would not be absolutely vital to recognize the significance of "Modern Mathematics." For the older students, this attitude of practicality would appear to be prevalent. And for the rest of the student body the fact that the course is "required" (as opposed to being an elective) would tend to dampen any initial enthusiasm. So in all honesty, we must say that for a small minority of the students exposed to the course, it fails to achieve its purpose.

However, for the purposes of clarification, it will be necessary to restate a few major assumptions as to the nature of a liberal arts education. In the first place, a student desiring a "Purely Practical" education should enroll in a business college or should undergo training in some technical skill which would enable her to attain a certain level of economic affluence and security. This does not mean to imply that students in the pursuit of a liberal education are, by that very fact, somehow better than those who do not desire this level of knowledge. But this does mean that the student desiring a liberal education requires an education in **depth**, therefore the curriculum of Avila is structured to provide a broader spectrum of knowledge.

Our society is not only complex but is constantly changing. One cannot predict with assurance either the mathematical needs of today's learner or the mathematical ideas required by tomorrow's society. Consequently, the most that one can reasonably expect education to contribute in this connection is "an optimum concern with fundamental mathematical ideas and methods of mathematical thinking together with a modicum of attention to mathematical information and techniques . . ." (Sister Ann Dominic).

In consideration of the manner in which this course is presented to the students by Sister Ann Dominic, it may be said that the educational methods and techniques which she employs are quite effective. The major factor in our judgment of her effectiveness as a teacher is the simplicity and clarity of her presentation of material. Further, she has that rare quality of being able to motivate and interest the majority of her classes through the sincere enthusiasm with which she approaches the subject of mathematics. She neither over-teaches nor under-teaches.

In the last analysis, we conclude that the Fundamental Concepts of Mathematics course, as presented at Avila, is both valuable and stimulating and should prove to be an enjoyable experience for those who have not yet taken it.

PROGRESS SHOWN IN EDUCATION DEPARTMENT

Sister Marie Georgette, C.S.J., worked as administrative assistant to her major professor, Dr. George F. Donovan, during her two years of residence and doctoral study; she also taught graduate courses and guided masters' theses during her second year of work.

Sister's doctoral dissertation, **Internship Programs in College and University Administration—1965**, has been published. It summarizes existing internships in administration at the elementary and secondary school levels across the country, and from this summary sets up guides to be used in the organization of administrative internships at the college and university level.

Sister, who is chairman of the Department of Education and Psychology, completed her doctoral work in June, 1965, at The Catholic University of America, with a major in higher education and a minor in counseling and guidance.

Sister was nominated to **Who's Who in American Education** by Dr. Sweeney of The Catholic University; Sister was also recently appointed to the Advisory Board of the Kansas City Association for Retarded Children and was appointed Vice-president of the recently formed Diocesan Council of Women Religious of Kansas City-St. Joseph, Missouri.



Theory and Practice

Most students wishing to become teachers in the elementary or secondary schools are usually rather well aware of the course of study and the procedures followed in pursuing this profession. In the Department of Education and Psychology, academic advice is readily available through all four years of a student's program. Serious application of theory, however, takes place during the junior and senior years, when theory and practice work hand in hand to prepare a student for a teaching position. Students learn through guided observation in classroom situations, through expert professional advice from scholars in the Kansas City area, and through supervised student teaching experiences spread over a block of time and making use of the material learned in previous courses, what responsibilities are involved in being an effective teacher.

Experimentation

Perhaps some students are not completely aware of the departmentalized program which prepares students as teachers of the educable mentally retarded child. This undergraduate program, initiated as a state-approved program in 1962, has been expanded this year by the opening of a campus laboratory classroom for these children. John T. Duncan, M.S., qualified by sixteen years of teaching the retarded and/or culturally deprived child in the Kansas City Public School System, is the instructor in this classroom. Children between the chronological ages of six and nine have been accepted. Experimental methods and curricula are being employed in the instruction of these children. The chief goal of initiating such a laboratory classroom is to provide on-campus opportunities for observation of child growth and development principles, to demonstrate methods and materials used in the learning process, and to afford student teaching experiences for majors in the field of mental retardation. The sociology and nursing departments also use the laboratory classroom for observation and clinical experiences. Counseling sessions for the parents of the children enrolled in the class are conducted every Friday evening by Mr. Duncan and Sister Marie Georgette.



nar course (or the equivalent during the initiation of this plan) will result in a more effective final semester experience for the student and for the department in general.

Students who plan to graduate with a major in education in June, 1966, should request this arrangement through Sister Marie Georgette no later than January 10, 1966. Further information concerning this program and other related developments will be announced and shared at the monthly SNEA meetings.

A planned meeting concerning the alternative of comprehensives or a research paper for 1966 education majors will be held on Friday, December 3, 1965, at 2:00 p.m. Any student expecting to graduate as an education major in June of 1966 will be expected at this meeting.

Faculty Developments

Thomas Taff, M.A., also a member of the Department of Education and Psychology staff, teaches several education courses each semester and is mainly responsible for the student teaching experiences of education majors. Dr. Rita Wetzel is responsible for psychology courses taken by students preparing to teach. Part-time faculty in the department include Dr. Charles Malone, principal of Mohawk, District 110, Overland Park, Kansas, and Dr. Odell Thurman, principal of Wheatley Elementary School, Kansas City, Missouri.

Requirement Revisions

At a recent SNEA meeting, Sister Marie Georgette announced that the departmental requirements are again being revised in order to offer even more effective experiences for those preparing to teach. One of the major changes taking place this year on an experimental basis and governed by the student's individual choice, is the substitution of an extensive research paper for the traditional written comprehensive examinations usually taken at the close of the senior year.

This policy is being initiated for several reasons. In the past, the writing of comprehensive examinations has proven a severe tension-creating experience for students who have just completed a block of student teaching. It has also been found that the comprehensive examinations have not effectively served the purpose of tying together the professional preparation and student teaching experiences of the graduate. It is thought that the research paper, guided closely through a three-hour semi-

BROTHER HUMBERTO RETURNS

All actors realize the value of constructive criticism from well-qualified critics and this is the type of aid that the students in drama classes receive from their instructor, Sister Mary Felice, C.S.J. Rarely, however, do they have the opportunity to be evaluated by an actor who has reached the heights, an actor who has received an academy award. The evening of October 7, Brother J. Humberto honored the acting classes by attending and evaluating an "Actor's Workshop."

Brother Humberto gave up his successful career as a professional actor to become a priest. In discussing this decision at the Workshop, Brother Humberto said that he really didn't "give up" anything. As an actor he wanted to communicate the words of certain writers to the public, and now as a priest, he wants to communicate the Word of God.

The students who presented various cuttings from well-known plays at the Workshop, greatly benefited from the evaluations by Brother Humberto of their efforts. Certainly all were inspired and encouraged by the enthusiasm of this man.



It is always difficult to write a column of any kind, regardless of whether the subject is serious or humorous. And to me, sitting here with 55 chapters to report on for one class, three reports due in another class, and a bulletin board to create for still another class, nothing seems especially humorous on this particular evening. However, I shall endeavor to relate to you my experiences in the realm of an almost forgotten, almost extinct sight: The Feminine Hair Style.

On my off-days (perhaps I had better say "When I am not in school" . . . it doesn't make me sound as sick as I really am), I work in the shoe department of a local store. One day last week, I was approached by a person who asked me where the motorcycle boots were. I very politely said, "I'm sorry sir, we don't carry men's shoes." By the time she was through berating me, I knew that this was no man; I mean, what man is going to say "Young woman, I'm going to have my charge account closed; hereafter, I'll take my business elsewhere"? And on that note, she picked up what I presume was a dress box, and left. This woman had what is known as the "Sassoon" haircut. The hair is short and straight all the way around; in fact, if short hair were against the law, this woman would have gotten life in the Pen.

And then . . . and then, we have the long, long, and oh-so-feminine hair. Good grief! It took me three weeks of concentrated effort to figure out which one was Sonny and which one was Cher. (And you can't even say that the one with the high voice is Cher!) Now, in all seriousness, on girls this particular look is not bad; in fact, it can be appealing in some ways, and on some people. Personally, I just didn't have the nose to go with that kind of a style. But when it gets to the point where you can't tell Sonny from Cher . . . well, one of them had better get a haircut (preferably Sonny . . . ah, that is the male singer's name, isn't it?).

Hairpieces can add charm and feminine allure to a woman's looks; but let me caution you about hairpieces. They can be extremely dangerous things to have "hanging" around. I went to a Czech wedding this summer, where everybody Polkas with everybody else. My friend (a girl) wore a hairpiece. She had it beautifully arranged in a figure 8 on the nape of her neck. By the end of the first Czech dance, I was praying in every language I knew that she would realize how precariously it was hanging, and quickly excuse herself. Fortunately, she did; and the world of hair fashion was saved an embarrassing few minutes.

Until three weeks ago, I wore my hair in a variety of ways, most often with a scarf over it. It finally got to the point where even my hair dresser didn't know for sure; so I decided to get it "trimmed." Now, will someone tell me why that is a dirty word in a beauty salon? I told my hair dresser that I wanted my hair trimmed; he shuddered, gave me a knowing smile, and whispered "Oh no, my dear, you want it cut . . . blunt . . . and we'll give you bangs." All the while he was chopping off my golden locks, he had the nerve to hum! And when he was finished, he stepped back to admire it and delightedly announced, "Your mother is just going to kill me!" I knew that he was safe; but I began to think of what it would be like to be locked in one's room until one's hair grew out . . .

I must admit that I was rather pleased with my new appearance. It's always fun to fulfill an inner gnawing desire to change your looks. Afterwards, you look like a different person to everyone. For example, I have been called Buster Brown many, many times; Sister Margaret John says that I look like Festa the Fool in *A Midsummer Night's Dream*; others claim that I am the image of Prince Valiant; a sister at the Academy laughed hysterically for about ten minutes before she could even look at me again; and Mr. Bryde . . . well, Mr. Bryde just couldn't believe it. Therefore, it wasn't true . . . he kept telling me to take off the wig.

The point is: Women look like men, and vice versa, and nobody looks like anybody any more . . . and I'd better go bring my motorcycle boots in from the back porch.

11124
Holmes

HASTY HOUSE

Carry Out
Service

WI 2-0528



"The hamburger that went to SWITZERLAND"

Our 40th Year of
Dependable Service
RADIO DISPATCHED
Toedman Cabs, Inc.
WE 1-1500
24 HOUR SERVICE

**VERONA HILLS and
RED BRIDGE**
Fine Schools and Fine Homes Make
A Winning Combination!
J. C. NICHOLS COMPANY
DEVELOPER and REALTOR

**ADVANCE OFFICE EQUIPMENT
AND SUPPLY COMPANY**
1332 Grand BA 1-7080

new and used office furniture and
business machines



de Greefe Studio

Fine Photography
on the
Country Club Plaza
LO 1-6911

**TRIANGLE
LANES**
453 E. 111th WI. 2-2022



Bogdon
CANDIES, INC.

Ward Parkway - Ranch Mart - Muehlebach Hotel
Fairway - Brookside - Landing -

**CHARL-MONT
FOOD SERVICE**
Takes Pride in Serving
Avila College

BUS: BA 1-6477



Lithography & Lithography, 310 East 18th Avenue, North Kansas City, Missouri, BA 1-6477

**HARTFORD INSURANCE
GROUP**
Multiple Lines
1012 Baltimore Ave. VI 2-8900
JEAN MULLANE, AGENT

**O. H. GERRY
Optical Company**
Six Convenient Locations
Downtown Country Club
Antioch Medical Plaza Bldg. Plaza

DAWN TO DUSK MOTOR WINDOWS
7 to 6 Mon. thru Fri. - 8:30 to 1:00 Saturday

Good Neighbor Banking

Wornall Bank
79TH AND WORNALL ROAD - EM 3-1020
Member Federal Deposit Insurance Corporation

Avila's Lawns Are Cared For By
**LIPPERT'S
LAWN SERVICE**
8219 Leeds Road WA 4-4183

**O'KEEFE
TRAVEL SERVICE**
Student Tours for Every Budget
For Information Consult
Sr. De la Salle

THE South Side BANK
3838 Main, Kansas City 11, Mo. • JE 1-6600
DRIVE-IN WALK-IN BANK • 10 WEST 39TH

**PAY-LESS SUPER
FOOD STORES, INC.**
CORINTH—83rd and Mission
Prairie Village
RED BRIDGE—111th and Holmes

**WANT TO MAKE IT
EASIER TO MAKE
BETTER GRADES?
GET A STUDY LAMP WITH
THIS TAG**



LAMPS AVAILABLE AT:
COUNTRY CLUB FURNITURE, INC.
EMERY, BIRD, THAYER CO.
JONES STORE CO.
MILLER LIGHTING & FIXTURE CO.
SCHOOLEY, INC.
K.C. POWER & LIGHT CO.